

This support document to *The Formative Years*, one of a series dealing with exceptional children in the Primary and Junior divisions, suggests programming for gifted/talented pupils. It considers identification and characteristics, programs, curriculum approaches, and methodology.

Gifted/Talented Children

Writing Committee

- Mrs. Ruth Banks, Supervisor, Gifted Program, Scarborough Board of Education, Scarborough
- Mr. Bernard Bélanger, Director of Student Services, Prescott and Russell County R.C.S.S. Board, Hawkesbury
- Miss Irene Bettiol, Education Officer, Ministry of Education, Toronto
- Mr. Burton Borthwick, Education Officer, Ministry of Education, Toronto
- Mr. Bert Donnelly, Vice-Principal, Hopewell Avenue School, Ottawa
- Mr. Aubrey Smith, Education Officer, Ministry of Education, Sudbury



Introduction

This document is intended to suggest ways to apply the policy in *The Formative Years* to programs for children who are gifted/talented. Three aspects are involved: identification, program, and methodology.

Teachers are responsible for providing each child with the opportunity to achieve levels of competence commensurate with ability. This document will be of practical assistance both to teachers of gifted children in withdrawal programs in self-contained classes and to regular classroom teachers who work with children of varying abilities including, perhaps, only one gifted child. Basically the same teaching strategies are applicable in either case.

Definitions

For the purpose of this document, the term "gifted" refers to pupils of a superior degree of general intellectual ability. Such pupils are so advanced of the regular class population that they require special provisions beyond the normal program. The term "talented" refers to those pupils who excel in an area such as music, visual arts, drama, athletics, or in specific academic areas. Gifted/talented children may be identified within one of the following groups:

- intellectual — academically outstanding
- aesthetic — outstanding in the creative arts
- kinesthetic — outstanding in co-ordination and motor abilities
- psycho-social — outstanding in human relations and leadership ability



Identifying Children Who Are Gifted/Talented

The identification of giftedness is complex because of the vast range of individual combinations of characteristics. Gifted/talented children should be identified as early as possible in order to encourage and stimulate their interests and abilities.

Screening may be done by observation, by group intelligence tests, and/or by interest inventory scales. Individual tests are recommended for those pupils who show superior ability on class-administered tests and for any others, regardless of test results, who are nominated by a principal or teacher.

Those with I.Q. scores of 130 or higher may be identified as intellectually gifted. It is recognized that intelligence tests do not accommodate many cultural/environmental factors. Other forms of giftedness, in the areas of aesthetics, kinesthetics, and psycho-social ability, cannot be measured by I.Q. testing.

An example of a rating scale that can be used by a classroom teacher to identify gifted pupils is the *Renzulli-Hartman Scale for Rating Behavioural Characteristics of Superior Students*. The following items from the scale illustrate how assessment in each of four areas can be made. These are not exclusive categories and many items are overlapping.

Learning characteristics (intellectual giftedness). The pupil:

- has an unusually advanced vocabulary for the age/grade level;
- has a ready grasp of underlying principles and can quickly make generalizations;
- has a verbal behaviour characterized by richness of expression, elaboration, and fluency;
- reads a great deal at an advanced level.

Creativity characteristics (aesthetic giftedness). The pupil:

- is a high-risk taker, adventurous, and speculative;
- is very sensitive to beauty;
- generates a large number of ideas or solutions that are often unusual, clever, and unique.

Motivational characteristics (psycho-social giftedness). The pupil:

- is easily bored with routine tasks;
- is truly involved and absorbed in relevant topics;
- persists in completing tasks and sustains interest over an extended period of time;
- is concerned with moral issues of right and wrong and makes value judgements on people and issues;
- is sensitive to honour and truth;
- is constructively critical, directing activities with self-confidence;
- displays intellectual playfulness by fantasizing, imagining, and manipulating ideas;
- demonstrates an unusually sophisticated sense of humour;
- is concerned with adapting, improving, and modifying institutions;
- has empathy towards others;
- is interested in social service;
- is thoughtful and unselfish;
- is self-controlled;
- is open to new experiences;
- is a producer rather than a consumer.

Kinesthetic characteristics. The pupil:

- is very well co-ordinated;
- has a good sense of timing;
- excels in athletic activities;
- is strong and healthy.

While the emphasis in this inventory is on positive characteristics, it must be realized that examples of almost every type of personality problem, social maladjustment, behaviour problem, and physical frailty can be found in gifted students. Research would seem to indicate, however, that the incidence of these deviations is, in varying degrees, lower than in the general population. The earlier the gifted child is identified and special provision made, the more efficient becomes his/her learning.

Needs of the Gifted/Talented

Children who are gifted/talented differ from other children in their need for greater challenge and for the intellectual excitement of creative exploration and production, as well as in respect to their concerns with questions about values and morals. The following are additional needs of gifted/talented children:

- self-actualization: gifted children begin to construct a value system early in life and make a more intense search for meaning than do other children;
- higher than average standards of performance: gifted/talented children show dissatisfaction with commonly accepted levels of performance;
- adults with similar interests: gifted children require the availability of specialized resource personnel;
- social acceptance: gifted children may have difficulty in being accepted by children of their own age because intellectually they are in a different peer-group;
- creative atmosphere: gifted children need the freedom of constructive non-conformity;
- freedom to test values and social attitudes.

Gifted children are not exempt from:

- fear of failure;
- fear of success;
- fear associated with a diminished self-concept because of perceived differences.

“Flexibility, improvisation, and invention should be the teacher’s constant companions.”

“Potential must be developed into performance.”

“An important strategy is to emphasize conceptual understanding of the basic principles and processes that lie at the heart of a discipline.”

“Gifted/talented underachievers must not be overlooked”.

Organizational Patterns

Two approaches to programming for gifted/talented children are acceleration and enrichment. Most schools favour a combination of continuous progress and enrichment.

Acceleration is a speeding-up of progress through the existing curriculum.

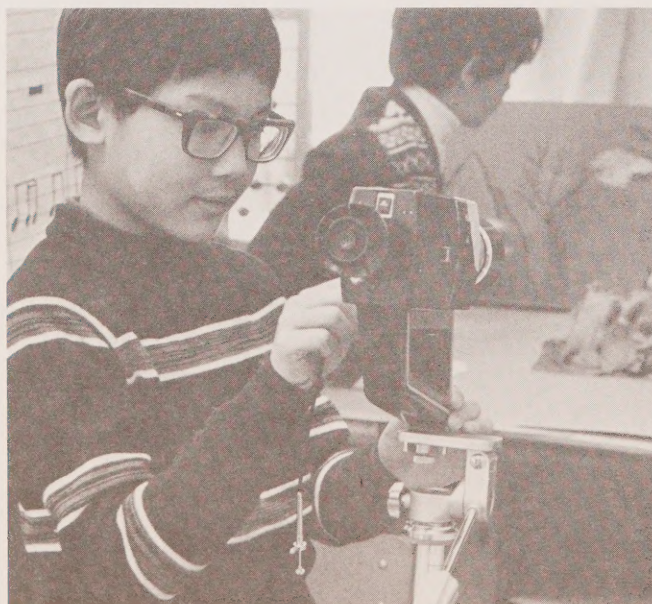
- It is for those children whose physical, social, emotional, and cognitive development is beyond their chronological age.
- It permits children to complete a prescribed program in a shorter period of time than is expected of their peers.
- It includes grade-skipping, early school beginning, and continuous progress.
- It provides immediate teacher support because no special preparation of teachers is required.
- It can be accomplished within the regular class.

Enrichment is a broadening and deepening of the learning experience.

- It provides experiences and activities beyond the regular curriculum.
- It develops the intellectual skills and talents of the gifted.
- It stresses qualitative development of thinking skills rather than quantitative accumulation of data.
- It emphasizes the process of learning rather than content.
- It can be horizontal, exploring bodies of knowledge that are not frequently touched on in the schools.
- It can be vertical, developing the skill of quantitative thinking, which implies a facility with subject matter and an ability to understand basic principles and to make generalizations.

When several schools within a jurisdiction develop programs for the gifted, it might be desirable to establish full-time classes for exceptionally gifted children while continuing enrichment groups within the regular school program for others. The primary concern is for the needs and welfare of the child.

Generally, gifted children should “do less and learn more”; for example, it is generally preferable for a pupil to find three possible solutions to a problem than to solve three problems of a similar nature.



General Suggestions for Programming

The teacher should prepare special topics to meet the exacting needs of gifted/talented children. Often such topics will require considerable research. With the assistance of support staff, the teacher should modify courses of study to meet the needs of gifted/talented children and should locate resources to be used in such courses.

1. To instill basic skills commensurate with the pupil's ability, the program should:
 - allow for the learning of research skills at an early age;
 - meet the needs of superior mental ability for advanced knowledge acquisition in a short period of time;
 - allow for high intellectual skill development in analysing, synthesizing, and evaluating;
 - encourage divergent thinking;
 - make optimum use of materials and human resources;
 - individualize learning through behavioural objectives and contracts for independent study;
 - continuously evaluate pupil progress and program effectiveness.
2. To develop confidence and a feeling of self-worth in the pupils, the successful program should:
 - encourage them to work at appropriate levels of difficulty;
 - require them to evaluate their own tasks;
 - encourage them to pursue studies and activities that interest them;
 - foster pride in tasks well done.
3. In order for the pupils to acquire knowledge and attitudes that will encourage their active participation in Canadian society, the program should stimulate:
 - the appreciation of the opinions of others;
 - divergent and evaluative thinking;
 - a discussion of leadership and knowledge of great Canadian leaders;
 - an appreciation of Canadian history and experiences relevant to the Canadian mosaic;
 - an appreciation and understanding of the contribution that many cultural groups make to Canadian society.
4. To develop moral and aesthetic sensitivity in the child, the program should allow:
 - open discussion of moral issues;
 - the development of a sense of humour;
 - opportunities to appreciate the aesthetic aspects of life.

Programs for gifted pupils must:

- consider pupils' interests;
- match their learning style and rate;
- be oriented to the process of thinking rather than to content.

In developing a program, the teacher might consider *The Taxonomy of Educational Objectives* by B.S. Bloom, which stresses levels of thinking. Questions can be used as the core for developing curricular activities. Particular attention must be given to the level of difficulty and thinking required.

The following taxonomies of the affective and cognitive domains illustrate the various levels of intellectual involvement and the types of questions at each level:

Taxonomy of the Cognitive Domain

Level	Definition	What Teacher Does	What Pupil Does	Sample Questions
Knowledge	Learning the information	Tells, shows	Responds, absorbs, remembers	What did each pig* use to build his house?
Comprehension	Understanding the information, principles, or theories	Demonstrates, questions, compares, examines	Identifies, explains, translates, interprets	Why couldn't the big, bad wolf destroy the house made of bricks?
Application	Using information	Shows, facilitates, observes, criticizes	Solves new problems, demonstrates use of knowledge, constructs, applies	Draw a picture of the three houses.
Analysis	Breaking information into constituent elements	Probes, guides, observes, acts as a resource	Discusses, uncovers, lists, dissects, classifies	Which part of the story did you like best? Why?
Synthesis	Putting information together to get something new and different	Reflects, extends, analyses, evaluates	Creates, generalizes, relates, invents, contrasts, abstracts	How might the story have been different if all the houses had been made of bricks?
Evaluation	Judging	Accepts, points out criteria, harmonizes	Defends, predicts, judges, disputes	Do you think the pig that made the house of bricks was clever?

*Based on "The Three Little Pigs".

Taxonomy of the Affective Domain

Level	Definition	What Teacher Does	What Pupil Does	Activity
Receiving	Willingness of the pupil to be aware of an event and to pay attention to it	Asks	Is passive as far as initiation of behaviour is concerned; complies	What are some of the things that farmers and insects have in common?
Responding	The pupil reacts to an event through some form of participation.	Asks, prods, cajoles	Exerts the least amount of effort in order to get by	Would you find out more about insects: – on your own? – if your teacher tells you to? – in any circumstances?
Valuing	The event has value to the pupil and he or she treats it as a belief or with a positive attitude.	Devises a situation in which a wide variety of choices is available to the pupil	Tries to convince others; seeks converts to his or her cause with drive and perseverance	Write a paper attempting to convince your reader of the relationships between farmers and insects.
Organizing	As the pupil encounters situations for which more than one value is relevant, he or she organizes the values, determines the interrelations, and accepts some as dominant.	Reflects, extends, analyses, evaluates	Generalizes, judges, considers object in a deeper sense; compares	If you could become an insect on a farm for one day, what would you be and why?
Characterizing	The pupil consistently acts in accordance with the values he or she accepts, and his or her behaviour becomes a part of his or her personality.	Accepts, lays bare criteria, harmonizes	Judges, disputes	Debate whether farmers are more useful to us than insects.

Teaching Strategies

To incorporate higher-level thinking into the learning process, certain activities and strategies should be introduced into the curriculum. These include the following:

I. Research

The learning of research concepts and skills has usually been reserved for the graduate student. In elementary schools, research procedures are frequently limited to finding some information in the library. The skills and habits of independent work that are essential to research can be fostered as early as Grade 1. The earlier these skills are developed, the more competent the child will become. These skills include learning to use time wisely, seeking the information required, reading critically, taking notes, and remembering facts. Such questions as the following can be asked at an early level to encourage critical thinking: *Is this story true or make-believe? How do you know when a story is true? Did you really see it happen?*

Research topics should teach the child to:

- think precisely;
- observe carefully;
- organize and use information wisely;
- make logical decisions.

Research should help the child to:

- solve a problem;
- decide on a point of view concerning controversial issues;
- determine a course of action;
- present a report.

Research Study Skills – Locating Information

Dictionary skills involve learning:

- to use alphabetical order;
- to make use of guide words;
- to interpret meanings, pronunciations;
- to spell correctly.

Reference skills involve learning:

- the parts of a book (title, title page, copyright data, preface, introduction, table of contents, glossary, index);
- how to locate information in an encyclopedia.

Library skills involve learning:

- what kinds of information are available in various sources;
- how information in specific sources is organized;
- how to use the Dewey decimal system of cataloguing materials;
- how to use a card catalogue, periodicals index, etc.;
- how to use microfilms, tapes, etc.

Map-reading skills involve learning:

- map symbolism (scale, direction, colour);
- how to read legends, and their use;
- what maps can tell us about life in a region.

Graph and table skills involve learning:

- the purposes of graphs and tables;
- how to read and draw conclusions from information in graphs and tables;
- how to construct graphs and tables.

Research Study Skills – Organizing Information

These skills involve:

- analysing information, evaluating sources;

— identifying statements as factual, inferential, or value judgements;

- selecting information from various kinds of experiences.

II. Problem-Solving

Gifted/talented children should be problem-solvers and creative thinkers. Therefore, they need more than just facts. A problem-solving approach to learning allows the teacher to give the children much guidance and practice in research activities. By this method, children are taught to investigate and to solve problem situations. The teacher should help the child to:

- organize a problem;
- clarify it;
- research it and collect data on it;
- decide on a method of procedure;
- keep an open mind;
- try to think of many ideas, not be afraid of the unusual, and make a list of all the important aspects of the problem;
- check opinions against facts.

The following areas of problem-solving* might be used in developing programs for the gifted:

1. *Logic problems.* Logical inquiry occurs when recognized rules of inference are applied to given data to reach universally accepted conclusions. This approach typifies much of the mathematics that the pupil will encounter in later grades.
2. *Physical science experiments.* Pupils intervene in a physical system to determine how it works. This is the method that is used in most science laboratories.
3. *Experiments involving randomization.* Pupils determine cause-effect relationships when the system in which they intervene can be changed as a result of their intervention. The most common application of this approach is in the behavioural sciences, which attempt to unravel the causes of human behaviour.
4. *Correlation analysis.* This is a common method of analysis in the social studies. Pupils determine cause-effect relationships when they cannot undertake controlled experiments but can observe how the free variation of one factor is related to the variation in another factor.
5. *Case studies.* Pupils undertake an analysis of the causes or results of individual events by amassing, evaluating, and synthesizing large amounts of information relating to the event. This approach is used most commonly in history and geography.
6. *Real-life problems.* This involves deciding which of two or more alternatives should be followed by analysing the consequences of each against a set of stated criteria. This approach may be used in some guidance courses.

*Floyd Robinson et al., *Inquiry Training* (Toronto: OISE, 1975).



An Example of an Inquiry Activity

General

Initial experience:

Exploratory activities

Question:

The pupil poses a question around which the study will develop.

Alternatives:

The pupil suggests a range of reasonable alternatives to answer the question.

Data:

The pupil collects information about each alternative.

Synthesis:

The pupil arrives at a conclusion by deciding, on the basis of the information gathered, which alternative(s) give(s) the best answer to the question.

Assessing the conclusion:

The pupil checks whether the conclusion adequately answers the original question.

Communication of the conclusion:

The pupil decides on a medium to present the findings clearly to other pupils or for a permanent record.

Evaluation:

The project is assessed in the light of the original question.

Specific

Film about New France, pictures of the Habitation, discussion of a new subdivision near the school

Why did Champlain build his Habitation at Stadacona?

Defence, food, transportation, climate, fuel, water.

Cliff, narrows, forest, river, plains, fur trade, supplies, climate.

The site had many natural advantages, although the winter climate was a difficulty.

1. The factors *do* tell why the spot was a good one, despite the winter climate.
2. There is no information about personal reasons for the choice of location.

Some of the pupils present a dramatization of Champlain and his advisers discussing various locations for the Habitation. The dialogue brings out pertinent factors.

Fellow pupils were able to identify the factors leading to the selection of Stadacona, to restate them as general principles, and to test them with other examples.

Specialized Inquiry Model

As the example above indicates, the basic inquiry model works, but it can be made even more effective by adapting it to suit particular problems. Six of these adaptations are described below:

1. *Physical experimental model.* Pupils learn to conduct physical experiments. This model emphasizes the identification, control, and measurement of variables.
2. *Model for experiments involving randomization.* Pupils design experiments involving people. This model stresses the random selection of samples from the population and the random assignment of subjects to treatment groups.
3. *Correlation studies model.* This model is used where cause-effect experiments cannot be conducted (e.g., lung cancer and smoking studies). It emphasizes the identification of relationships and the assessment of the strength of the relationships discovered. It is useful in interpreting the claims made in advertisements.

4. *Case study model.* This model is useful where factors cannot be manipulated, or where it is evident that all of the information is not available, or where the system under investigation is too complex to be dealt with experimentally: e.g., (a) the causes of the War of 1812; (b) the reasons for the present economic recession. The emphasis is placed on making judgements on the relevance and reliability of the available data.

5. *Logic model.* This model deals with the issue of internal consistency in arguments and generalizations. It emphasizes the identification and evaluation of assumptions and conclusions.

6. *Decision model.* This model deals with personal and social issues requiring decisions. It emphasizes the identification and application of criteria (including personal values) to the selection of the most appropriate course of action. It permits the clarification of values.

Sample materials for each model for both teachers and pupils are available from:

Niagara Centre, OISE
187 Geneva Street
St. Catharines, Ontario
L2R 4P4

III. The Reading Club

The enjoyment that gifted/talented children receive from books is without question. The fact that most are avid readers means that they are exposed to many aspects of learning.

The reading club should provide opportunities for independent study; group discussion; the development of reading skills; and the appreciation of various kinds of literature, including poetry. Basic skills such as vocabulary study, research, and note-making should continue to be taught at advanced levels. Opportunities must constantly be offered for divergent thinking.

At least three periods of thirty-five to forty-five minutes per week are desirable. The pupil should use two of these for independent study, the third for discussion.

It is essential that the teacher know the interests and needs of the pupils. Pupils might begin with a selection that is familiar to the teacher in order to set a pattern for study. Later selections are based on the needs of the group as these become apparent.

The children should be organized into small groups based on areas of interests or needs. They should take turns in being discussion leaders.

IV. Interest Centres

The development of a successful interest centre can be a creative endeavour. The most important criterion for its success is that it contain dynamic material having the power to stimulate children to further research, and that ample time be allowed for browsing and exploring.

The teacher should not impose teacher-designed projects, but should allow the product to be the result of the special investigation and interest of the pupils.

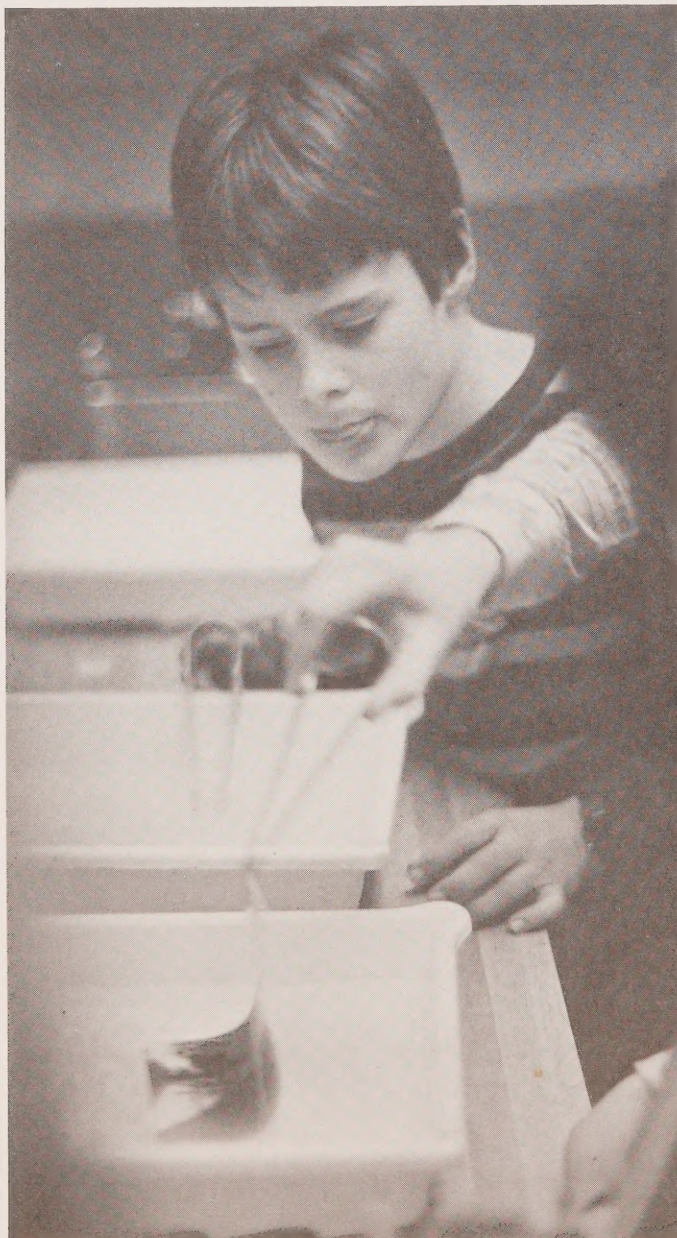
Above all, the teacher should avoid asking for a "report", which is frequently a mere recapitulation of existing material. Although a great deal of freedom is allowed, pupils should be aware that activities must be pursued purposefully.

The selection of appropriate material for the centre is crucial, because the objective is not simply to obtain information, but to provoke curiosity and to stimulate further research. Materials in each centre should include descriptive information of a generalized rather than of a specific nature. The objective here is to encourage exploration in new areas of potential interest.

A second objective in designing a centre is to develop skills in an area of existing interest. Here the topic should be more precise, and the progression of activities on the task cards should be from those requiring lower to those requiring higher levels of thinking.

Interest centres might be developed in the following areas:

- physical science;
- mathematics and logic;
- social science. This might include areas not ordinarily covered in the regular curriculum such as anthropology, economics, political science, and sociology;
- music, visual arts, and drama. These might include puppetry, filmmaking, photography, set design, choreography, interviewing, public speaking, and play production;
- writing. Advertising, literary criticism, journalism, poetry, plays, short stories, and autobiography might be components of this area;
- philosophy, ethics and values, social issues. Contemporary problems based on moral and ethical values such as civil rights and self-worth might be points of focus here.



V. Brainstorming

The following procedure is recommended:

- The rule is set down that no criticism of any idea is to be given. The more ideas there are, the better.
- List the ideas given by the pupils.
- Make a general grouping of ideas.
- List topics and headings.
- Condense the ideas and place them under appropriate headings.

VI. Stimulating Sensitivity to Problems

In an activity similar to those suggested for divergent thinking, children should be asked to discuss what would happen if everyone in the world became deaf, or if we all had three fingers, or if someone invented a pill as a substitute for all food.

VII. Encouraging the Ability to Redefine

For this type of activity, the teacher should pose a problem such as the following: If you forgot the frying pan on a picnic, what would you use instead?

VIII. Seminars

Seminars are proving to be worth-while strategies for gifted/talented pupils in later grades. Problem-solving is emphasized.

IX. Self-Initiated Learning

This is the term used when the pupil “goes shopping” for someone to teach a desired skill.

X. Excursions

Places of interest or environments visited by a class can become the focus of learning. The mini-excursion is an adaptation for a small group of pupils within a class who are particularly interested in some special area of learning.

XI. Mentors

Pupils are matched with an expert in an area in which they are interested; for example, the pupils might be interested in meeting with a scientist, a lawyer, or an artist. The teacher would then make the initial contact for the pupils and set up “visiting privileges”.

XII. People Bank

A book or file of experts in all areas – including the names of individuals, firms, galleries, museums, technicians and their addresses, telephone numbers, hours of availability, and cost – is kept. Names are filed alphabetically and by subject areas.



Pupils Who Are Talented

There is as much of a range of individual differences among the gifted as among any group of children, e.g., in interests, ability, living styles.

The talented individual is the creative child who has outstanding skill or ability in one particular area of interest such as music, the visual arts, dance, drama, or athletics.

The assessment of creativity is extremely complicated, since one must consider such elements as perception, temperament, and other qualities.

The talented need a large measure of self-discipline, perseverance, and tenacity to see creative endeavour through to fruition. Very often the pupil must cope not only with the medium of expression but also with other people in the same field who are more experienced but less talented.

The Talented in the Visual Arts

Measuring talent in aesthetic endeavour is complex. There is seldom a right and wrong. Identification of creativity in a test situation is difficult. Creativity demands freedom. The following suggestions will help teachers work with pupils who are talented in this area:

- The pupil should not be inhibited by notions of good and bad.
- The pupil should measure his or her own efforts.
- Ample time should be provided for the planning and completion of activities.
- Community resources should be well utilized; for example, visits to art galleries and displays and contacts with artists and crafts people should be encouraged.
- A variety of materials and an individual work space should be available for each pupil.

The Musically Talented

Music has long been recognized as a vital part of education and an area in which the talented can be identified at a relatively early age. Pupils who are musically gifted or talented have undoubtedly excelled in vocal and/or instrumental music. They have likely developed discriminating taste and have become familiar with some great musical works.

Although the emphasis at the Primary-Junior levels is largely on vocal music, many talented pupils, given the opportunity, will experiment with a variety of musical instruments. They should be provided with many and varied musical experiences, the opportunities to listen to and know the masters in their fields of music, and time for spontaneity and originality.

The Talented in Drama

Drama is a means by which young children discover themselves and the world around them. It creates a deep sensitivity to the feelings and needs of others and a willingness to share experiences.

Dramatic play provides children with opportunities to learn discipline of the voice, the body, and the emotions. Creative drama begins with the individual, then becomes a group activity where the emphasis is on process and development rather than performance before an audience.

Theatre arts is more specialized, specifically organized, rehearsed, and intended to be shared with an audience. It provides pupils with an opportunity to be involved in many aspects of both drama and theatre. Great physical and mental strain accompany ventures into theatre training. The teacher should be cautious about launching very young children into this aspect of drama. The role of the teacher in the Primary and Junior divisions should be to lead children towards self-discovery, towards deeper and more meaningful learning experiences. Those with exceptional talent may find their way onto the professional stage in due course. For beginning pupils it might be advisable to begin with creative movement prior to advancing through mime, improvisation, playmaking, and dramatizations. Practical suggestions for each of these phases are found in the Ministry of Education guideline entitled *Dramatic Arts, 1970*.



The talented child's opportunities in the dramatic arts should occur frequently, allowing him or her:

- to develop freedom and confidence in expressing creative talent;
- to experience the excitement of expressing himself or herself creatively;
- to develop facility with spoken language.

Full utilization should be made of the following resources:

- local theatre personnel
- community colleges
- writers
- *Dramatic Arts, 1970*

The Talented in Physical Education

When developing a program in physical and health education, a teacher must consider the interests and capabilities of the children and plan a diversified program of developmental activities that will challenge each child. A program that does not allow for individual differences, including those of the talented, is incomplete.

A diversified program consists of a variety of activities with a major emphasis on gross and fine motor development, games, gymnastics, and dance. For talented children, these may be readily adapted. Opportunities should be provided for skill development at an increasingly advanced level as well as additional opportunities to apply the skills according to these children's interests and abilities. Additional opportunities must also be provided for social development. These might be accomplished through intramural programs that complement the instructional program. Thus, talented children will be challenged to apply the skills learned in the instructional program. Children of similar levels of abilities will be matched in such a program, and therefore challenged. These children may be given positions of responsibility to:

- demonstrate particular skills to the class;
- provide leadership to small groups by assisting children who are experiencing difficulty in learning and applying some skills;
- referee games in both the instructional and intramural programs.

All of these are intended to supplement learning and need to be planned and evaluated.



Bibliography

Bloom, Benjamin Samuel, ed. *The Taxonomy of Educational Objectives*. New York: Longmans, Green, 1956.

Gallagher, J. J. *Teaching the Gifted Child*. Boston: Allyn and Bacon, 1964.

Goulding, Dorothy Jane. *Playacting in the Schools*. Scarborough, Ont.: McGraw-Hill Ryerson, 1970.

Guilford, J. P. *Intelligence, Creativity and Their Educational Implications*. San Diego, Calif.: R. R. Knapp, 1968.

Morgan, Elizabeth. *A Practical Study to Drama in the Primary Schools*. London: Ward Lock Educational, 1968.

Renzulli, Joseph S., and Hartman, Robert K. "Scale for Rating Behavioural Characteristics of Superior Students". *Exceptional Children* (November 1971), pp. 243-247.

Robinson, Floyd, et al. *Inquiry Training*. Toronto: OISE, 1975.

Torrance, E. P. *A Source Book for Creative Thinking*. New York: Charles Scribner and Sons, 1962.

———. *Guiding Creative Talent*. Englewood Cliffs, N.J.: Prentice-Hall, 1962.

